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ABSTRACT

Subjects in the study were 29 black and 73 white introductory psychology students, 90% of whom identified themselves as prospective teachers. As part of their classroom work, these students were randomly assigned to read an essay on urban life. Attached to the essay was one of two cover letters describing the theme's writer. These cover letters were identical in their description of a freshman college student except for the racial identification of the fictitious writer of the theme. All subjects were asked to assign a grade to the theme as well as estimate the student's I.Q., chances for gainful employment upon graduation, overall grade-point average, and probability for admission to graduate school. To compare the differential expectations of black and white prospective teachers for black and white students, five 2 x 2 ANOVA designs were utilized to test the hypotheses concerning the criterion measures of grades assigned, estimated I.Q., gainful employment scores, grade-point average, and probability for admission to graduate school. Black students were generally more positive in their judgments. Conclusions were tentative, but the major differences in judging a fellow student appeared to be due to the overall differences in positive and negative attitudes between black and white students, rather than to interracial influences on their pre-experiential expectations. (Author/PC)

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AN ASSESSMENT OF DIFFERENTIAL EXPECTATIONS OF PERFORMANCE BASED ON RACE OF STUDENT

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AN ASSESSMENT OF DIFFERENTIAL EXPECTATIONS OF PERFORMANCE BASED ON RACE OF STUDENT

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In recent years the expectations that teachers hold for students with whom they work have been receiving increasing attention. A number of studies indicate that teacher expectations may well be directly or indirectly conveyed to students in such a way that student performances are altered in the direction of the teacher expectations (Rosenthal & Jacobson, 1968). Strom (1969) presents data that show that the likelihood of teachers failing to provide encouragement for pupils increases as the educational background of the parents decreases. Rothbart, Dalfen and Barrett (1971) studied teacher expectations for high school students. Their findings indicated that teachers spent more time attending to the students for whom they had high expectations. In turn these students talked more, perhaps in part as a consequence of the greater attention they received from their teachers.

Yee (1968) found that teacher attitudes predominate over disadvantaged children while there is a much more mutually influential relationship between teachers and advantaged children. On the whole, the teachers of disadvantaged children held many more negative attitudes toward teaching and toward their students than the teachers of advantaged children. For disadvantaged children during the school year "interaction became more teacher dominated; pupils became more conforming; and classroom climate grew colder." Wylie (1962) determined that among the junior high school subjects she

studied, Negro children were much more likely to make modest estimates of their ability than were white children.

From some of the research cited, one might be lead to hypothesize that teachers come to have varying levels of expectations for students; these expectations may be shaped by factors within the culture which have come to be stereotypically associated with students of different characteristics, i.e., socio-economic status, race, religion, etc. In turn, the educational system itself may be perpetuating these "cultural stereotypes" by conveying expectations to students and reinforcing student behaviors only as they conform to these expectations. If this is true, it would seem valuable to accumulate knowledge concerning teacher and student characteristics which seem to "work together" to convey higher expectations to students. Additionally, it would be valuable to identify those teacher and student characteristics which may convey low expectations to students. Whatever information is gleaned from this type study perhaps should be passed on to teachers and prospective teachers so that they may become conscious of and modify their behavior in the direction of maximizing student self expectations and performances rather than inhibiting them.

The purpose of this study was to determine whether or not black and white college students identified as prospective classroom teachers hold different pre-experiential expectations of performance for black students as opposed to white students.

Method

Subjects in the study were 29 black and 73 white introductory psychology students, 90 percent of whom identified themselves as prospective teachers. As a part of their regular classroom work, these

students were randomly assigned an essay on urban life. Attached to the essay was one of two cover letters describing the theme's writer. These cover letters were identical in their description of a freshman college student except for the racial identification of the fictitious writer of the theme. In addition, subjects were asked to estimate the student's I.Q., chances for gainful employment upon graduation, overall grade-point average, and probability for admission to graduate school.

To compare the differential expectations of black and white prospective teachers for black and white students, five 2 x 2 analysis of variance designs were utilized to test the hypotheses concerning the criterion measures of grades assigned, estimated I.Q., gainful employment scores, grade-point average, and probability for admission to graduate school.

For computer analysis the dependent variables of grade assigned to essay, predicted I.Q., and predicted cumulative grade-point average were coded in the following manner:

Coded Grade	Coded Predicted I.Q.	Coded Predicted GPA
A = 1	70 = 1	0.00 - 0.49 = 1
B = 2	80 = 2	0.50 - 0.99 = 2
C = 3	90 = 3	1.00 - 1.49 = 3
D = 4	100 = 4	1.50 - 1.99 = 4
F = 5	110 = 5	2.00 - 2.49 = 5
	120 = 6	2.50 - 2.99 = 6
	130 = 7	3.00 - 3.49 = 7
		3.50 - 4.00 = 8

Gainful employment scores and ratings for probability for admission to graduate school were assigned on a scale of one (1) to seven (7) with a rating of one indicating unlikely and seven certain.

Results

Table I shows the results of the 2 x 2 analysis of variance per-

formed separately for each of the dependent variables.

Table I

Analysis of Variance of the Stimulus Race and the Rater's Race on the Five Types of Rating

Source	Grade on Essay		Graduate Admissions Ratings		Predicted Employment Rating		Predicted I.Q. Score		Predicted Cumulative GPA	
	df	MS F	df	MS F	df	MS F	df	MS F	df	MS F
Race of Stimulus Composition (A)	1	2.15 2.94	1	4.96 1.96	1	3.73 2.08	1	0.89 0.06	1	0.03 0.01
Race of Rater (B)	1	19.58 26.86	1	18.07 7.14	1	13.22 7.38	1	4.98 3.18	1	0.01 0.00
A x B	1	0.03 0.05	1	7.03 2.78	1	0.72 0.40	1	1.36 0.87	1	0.07 0.02
Within Groups	98	0.73	98	2.53	98	1.99	98	1.57	98	2.98

* p .01

** p .001

The main effect which produced a significant F-ratio in the analysis of three of the five dependent variables was the race of the rater. Neither the race attributed to the writer of the stimulus composition nor the interaction between the race of the rater and the race of the writer of the composition resulted in significant F-ratios on any of the dependent variables.

An inspection of the means of the four subgroups demonstrated that white raters gave lower grades than did Black raters to the composition. This occurred regardless of the race of the stimulus writer. It is

also shown by this method that white raters tended to rate both black and white writers of the composition lower on chances for admission to graduate school. The significant F-ratio for predicted employability of the writer of the composition resulted from a different pattern of means. In this variable the black and white raters rated the white writers higher on their probability of obtaining employment.

DATA ANALYSIS

INSERT 2

GRADE ON ESSAY

Stimulus

Rater	B	W	$\bar{X}$
B	2.571	2.933	2.752
W	3.583	3.865	3.724
$\bar{X}$	3.077	3.399	3.238

S: F=2.94, p = 0.09
R: F=26.86, p.<0.00001
sxR: F=0.04, p. = n.s.
C: 0.3217 <.4366

PREDICTED I.Q.

Stimulus

Rater	B	W	$\bar{X}$
B	3.143	3.333	3.238
W	3.889	3.568	3.726
$\bar{X}$	3.516	3.450	3.483

S: F = 0.06, p. = n.s.
R: F = 3.13, p. = .0741
SxR: F = 0.87, p. = n.s.
C: 0.3287 <.4366

PREDICTED EMPLOYMENT

PREDICTED EMPLOYMENT

Stimulus

Rater	B	W	$\bar{X}$
B	4.429	4.667	4.548
W	3.444	4.054	3.749
$\bar{X}$	3.937	4.360	4.148

S: F = 2.03, p. = n.s.
R: F = 7.38, p. = .008
SxR: F = 0.40, p. = n.s.
C: .3156< .4366

PREDICTED GRADUATE ADMISSION

Stimulus

Rater	B	W	$\bar{X}$
B	4.071	3.000	3.535
W	2.556	2.649	2.602
$\bar{X}$	3.313	2.824	3.069

S: F = 1.36, p. = n.s.
R: F = 7.14, p. = 0.009
SxR: F = 2.78, p. = 0.09
C: 0.2784< .4366

PREDICTED CUMULATIVE GPA

		Stimulus B	Stimulus W	Stimulus X
Rater	B	4.429	4.333	4.381
	W	4.389	4.405	4.397
	X	4.409	4.369	4.389

S: F = 0.01, p. = n.s.
R: F = 0.002, p. = n.s.
SxR: F = 0.02, p. = n.s.
C: 0.3448 < .4366

N = A_1B_1 = 14
A_1B_1 = 36
A_2B_1 = 15
A_2B_2 = 37

Harmonic N = 20.7361

Discussion and Conclusions

Undergraduate students who are requested to rate other undergraduates do not significantly differentiate between whether students they are rating are black or white on the types of dependent variables used in this study. The black students generally gave higher ratings than white students on the academic quality of the composition and on the possible future acceptability of all students to graduate school. It is not possible through this study to determine the cause of the more positive academic judgments of black students. The range of speculation includes the encouragement of a more positive academic climate as perceived by blacks, and the inability of blacks to evaluate academic work accurately. The next phases of this study will include practice teachers, graduate students, and experienced professionals. These current extensions should assist in determining the consistency of these results and in narrowing the explanatory options.

The significant result that black and white students rated white students more likely to gain successful employment, was consistent with the previous results with black students giving higher employment ratings than white students to both stimulus races. Although it is not possible to discern the specific cause or causes of these results from the study, it is probable that a realistic knowledge of the current employment market was responsible for black and white students making similar judgments.

Although the size of the population used and the lack of personality and scholastic details about the student raters are limitations of this study, several tentative generalizations emerge for further

investigation. The major differences in judging a fellow student appear to be due to the overall difference in positive and negative attitude between black and white students. This may be much more a determinant of their judgment than interracial influences on their pre-experiential expectations. The ongoing research with this material is expected to reveal a more definite explanation.

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